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A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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March 23, 1931

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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Editorials

The Immeasurable

NO EXPERT can determine the outcome of a prize fight in advance by weighing and measuring the prospective combatants, or even by testing the quickness of their reaction or the force of their blows.

When the two men stand face to face in the ring the supreme question is: Which possesses more of the hidden qualities that keep a man from being a quitter?

It is the same even with horses. Half-a-dozen horses canter down the track to the starting flag—here, too, the victory may not go to the finest proportioned.

Like as not, he may be run off his feet by a scrawny nag that does not look like a racer, but which is, nevertheless, possessed of the "spirit," the courage which wins.

These comparisons were in a Boston editorial on March 1 in reference to the quitting of the New York World publications.

Every teacher, principal, and supervisor should have these sentences blazoned on a wristlet where she could not help seeing them when tempted to estimate a pupil by his "tests and measurements."

City Boards of Education

MODERN American education makes educational functioning as essential as traffic police and automobile traffic signals.

It is as tragic in education to allow city boards of education, city departments of education, officers of educational organizations, and school principals to do as they please, as to allow drivers of automobiles and trucks to go as they please in city streets.

There is scarcely a city school that does not have children go to other cities and states and come from other cities and states every month in the year.

American education must be American in the broadest sense.

The board of education in any city must be in-

telligent as to the practice of other cities in the state and in the nation.

There is not a city board of education that must not know the accepted practice today as distinct from a decade ago.

This is equally true of all who are responsible for modern progress of American education.

F. H. Barbee of St. Joseph

THE unanimous and enthusiastic re-election of Superintendent F. H. Barbee at St. Joseph is recognition of the personal and professional service of Mr. Barbee, assistant superintendent of Kansas City, who was elected two years ago when his predecessor was elected to Congress.

Rarely has any city had as interesting an education experience as has St. Joseph in the election of its popular superintendent to Congress, and have him succeeded by an assistant superintendent from a nearby city, who has highly modernized the schools professionally, with the hearty support of the teaching corps, principals, supervisors, and the public.

In these two years of Superintendent Barbee there have been erected four elementary schools and a large senior high school, all of which will be in service in September. The entire system has been reorganized on a 6-3-3 basis. There have been six large Platoon Schools created, all this with the smoothing out of some wrinkles that had made the schools of St. Joseph well known beyond state borders.

Under these circumstances the enthusiastic re-election of Superintendent F. H. Barbee has high significance.

Chester, Pennsylvania

WE HAVE taken time recently to enjoy once again the personalities of several of the cities that we have known for more than thirty years.

One of the earliest of these much loved cities was Chester, Pennsylvania. It must have been more than forty years ago, and Charles F. Foster was a highly efficient and much loved superintendent.

Dr. A. Duncan Yocum, who succeeded Dr. Foster, was later on the faculty of the State University and a national educational leader. J. Linwood Eisenberg, one of the prominent State Teachers College presidents, was at Chester for a time. Dr. Norman W. Cameron, president of West Chester State Teachers College for several years, was also superintendent at Chester.

William H. Weiss and George H. Weiss, brothers, sons of one of the famously successful county superintendents, were both superintendents, and each went to a prominent education position in the state. Dr. Charles A. Wagner, who died in service, was eminently successful as superintendent.

Dr. David A. Ward, the present superintendent, is one of the leaders in National Education Association activities. Within a few months we were there again, and we have been with Dr. Eisenberg and Dr. Cameron in their new professional fields recently. It is impossible to give any impression what it has signified to keep in touch with such a city as Chester and with its leaders for more than forty years. And Chester is one of the vast number of cities that we have enjoyed in this way.

"Children Know Nothing"

WE ARE using in this issue a letter which represents a strange state of mind. We are not to open our columns to any controversy, but we are printing the most extreme statement we have seen, and we are glad to have our readers see to what an extent the human mind can go when it breaks loose.

No adult has ever taught the babe who "knew nothing," to know anything.

No babe ever knew less than a man knows about a babe, who thinks any adult ever taught a child anything physically, mentally, or socially until the babe had learned of himself and by himself that he has senses and abilities.

No parent or teacher ever taught a child how to creep. No one ever knew whether a babe who "knew nothing" would creep on his belly like a snake, on his hands and knees, on his toes and fingers, or go about sitting up, wiggling at his own sweet will.

No adult ever taught a babe the difference between the effect of crying and smiling.

There is no more stupendous idiocy than to think that *we* impress anything upon "the blank tablet of the babe's mind."

It is as true at three years of age as at three months, as true at six as three years, at twelve as six years of age.

The teacher who does not learn from the children more than the children learn from the teacher should be sent to a school for the feeble-minded or to an insane asylum.

It is a professional tragedy to have a woman in the first grade whose nerves can be disturbed if children don't sit still, or walk on tip-toe.

Such a woman should go to the Senior High School where a girl can be perfectly happy sitting still and thinking what a fine time she and Jim had last night.

Teachers who do not think of children and youths from the standpoint of their age, who do not let the children teach them how to teach them, should be forever excluded from the profession.

Famous School Board Members

By ALBERT E. WINSHIP

GEORGE J. RYAN

PUBLIC education has never had such a challenge as in New York City, and no public school challenge on so large a scale has ever been so successfully met as in New York City.

Never before have there been 7,000,000 people in one municipality, recent descendants of so many nationalities, races, creeds and languages.

Never before has so large a portion of a great city been foreign-born.

In no other city on the globe have there been people of every language, race, and religion accepted as citizens of equal rights, educated equally well at public expense.

No appreciable number of any people are desirous of leaving the city to return to their native land or go to any other land.

American education in the broad sense must be credited with the solution of this greatest problem of civilization.

The official responsibility for this success lies in a city Board of Education of which George J. Ryan has been a member for twelve years, and of which he has been president for eight years, and has been recently re-elected for continued service.

George J. Ryan, LL.D., sixty-seven years of age, is a native of Queen's County, New York City, educated in the city schools and colleges. He has rendered public service to the city, state and nation in many responsible positions with international testimonials of appreciation. Nothing more could be asked of any citizen in variety, importance, and efficient public service than has been rendered by Dr. George J. Ryan, president of the New York City school board.

In 1915 Dr. Ryan was a member of the State Constitutional Convention. During the war he served as fuel administrator for Queen's. His affiliations with educational, charitable, civic, and religious associations are many. He is a trustee of the Thomas Jefferson Memorial Foundation, and a great student of Jefferson's life and letters. The Thomas Jefferson Memorial Foundation was organized to purchase Jefferson's home at Monticello, and preserve it as a shrine for the school children of America. Within the last month the bond committee of the foundation, under President Ryan's chairmanship, succeeded in paying off a $300,000 mortgage on Monticello.

Dr. Ryan is a member of the French Legion of Honor. The cross of the French Legion was awarded to Dr. Ryan by the President of the French Republic in recognition of Dr. Ryan's war work, principally his activities in connection with the rebuilding of devastated portions of France.

President Ryan was honored likewise by Belgium for his war work. Belgium conferred upon him the title Chevalier of the Crown of Belgium.

Outstanding among Dr. Ryan's achievements as president of the Board of Education is the successful completion of a school building program of unprecedented proportion, involving, within the last ten years, the erection of more than 300 new school buildings and the expenditure of approximately one-quarter of a billion dollars.

During the war years, and the years immediately following the war, the school building program suffered a serious set-back. In 1920 not even so much as a temporary building was erected. Construction was at an absolute standstill. The school population had increased and was increasing by leaps and bounds. An emergency situation faced the school system.

School building started with a rush in 1921, and in the first year of Dr. Ryan's presidency forty-five new buildings were opened. By the close of the year 1925, during which year sixty-four new buildings were constructed, the board had opened in all 186 new schools.

In September of this year the Board of Education was able to announce that short-time in the elementary schools had been reduced to its lowest point since 1900, and that its complete elimination in spite of an ever increasing registration was not far away.

Dr. Ryan is at present seeking the establishment of a behavior clinic to care for so-called problem children in the New York schools. He advocated such a clinic in his inaugural address, pointing out that problem children often go from truancy to delinquency, and from delinquency to crime. He succeeded in having the city of New York appropriate $100,000 for the establishment of a behavior clinic, and organization plans are at present well under way. It is hoped to open this clinic early in 1931. The project has attracted country-wide attention.

Dr. Ryan is a banker. He is vice-president of the Long Island City Savings Bank, and a member of the Advisory Board of the Corn Exchange Bank of Long Island City.

Belding's Page

Progressive Schools

FEW, if any, public schools are so progressive as the most progressive private schools. And few public schools are so backward as the most backward private schools.

Public education can profit from the work done in new fields by the more advanced and intelligent private schools.

One of the most significant conferences at Detroit last month, aside from the gathering of the National Education Association itself, was that of the Progressive Education Association, in its eleventh yearly conclave. The significance lay in the emphasis which the progressives put upon adapting their movement to the needs of the public schools and discovering the common ground upon which the public as well as private schools may provide instruction centred in the child.

No doubt progressivism has gone too far, letting its enthusiasm run away with it at times, and casting into the discard some valuable methods and procedures merely because they were old. The leaders of education's left wing are beginning to admit this much of error.

The public schools are faced with so easy task in the necessity of matching instruction to the individual in the process of mass education—particularly with a pressing popular demand for economies in expenditure. But the leaven is at work in the midst of our most conservative systems of public education. What is best for the child will ultimately prevail over whatever is based upon tradition and convenience only.

Boston "School of the Air"

A "SCHOOL OF THE AIR" for children and adults is about to be operated in Boston, under authorization of the Boston School Committee.

Three members of the committee favored the plan, and two members—Chairman Joseph J. Hurley and former Chairman Francis C. Gray—did not feel the time ripe for this experiment.

Chief advocate of the venture was William Arthur Reilly, a member of the committee, who believes the most modern instrument of enlightenment should be utilized for community benefit by the educational authorities.

Scheduled at 4.30 o'clock on one afternoon a week, by courtesy of local radio stations, the Boston school of the air will at first attract an audience from curiosity to see what it is all about and how well the thing is done. The problem will be to hold that audience and add to it, by sheer merit and worthwhileness of the instruction offered from week to week.

No one any longer listens to radio just because it is radio. The novelty has worn off. In fact, there is a dread of being bored, which causes many people to shut off a station which openly presents educational or uplift programs. To overcome this prejudice will require much ingenuity and technical knowledge of the habits and preferences of radio audiences.

At 4.30 in the afternoon school children are or ought to be at play in the fresh air. The majority of grown men are at work. A good many women can find time to listen, if they care to do so.

Despite the initial difficulties, however, the school of the air idea is deserving of trial, and it is gratifying to note that our own city of Boston is to be one of the pioneers in taking definite hold of this modern educational device whose employment hitherto has been largely for entertainment purposes.

Liquor Raids at Ann Arbor

THERE are two distinct phases of the situation resulting from the discovery of liquor by police in a number of fraternity houses at the University of Michigan. One phase is legal; the other is educational.

The legal phase is matter for the courts to settle, and includes the question of whether the raids were conducted in accordance with law.

The educational phase is of interest and concern to every college faculty, every college fraternity, and every parent having a son in college.

Drink in colleges is no modern innovation, of course. The custom is probably much less prevalent than it was fifty years ago. The hopeful symptom is that colleges here and there are awakening to the existence of the evil, and are trying to get rid of it.

Padlocking of fraternity houses for the remainder of the college year and putting these clubs on probation for the next year, is a drastic action, testifying to courage on the part of the university heads. But if college campuses are to be places of learning and of opportunity for serious-minded students to develop their powers, alcoholic influences must be as rigidly excluded as it is possible to have them. Certainly the secrecy enshrouding fraternity halls should hold no sanctity against the eyes and noses of college deans.

Anson W. Belding

Associate Editor.

A Platoon School in Concord, N. H.

By DELLA I. LEWIS

Principal, South End Platoon School, Concord, New Hampshire

That the platoon form of organization is adaptable to schools of moderate size is indicated by the experience of Concord, here described. The beaming faces of juvenile learners are said to attest approval of the procedures used in South End School.

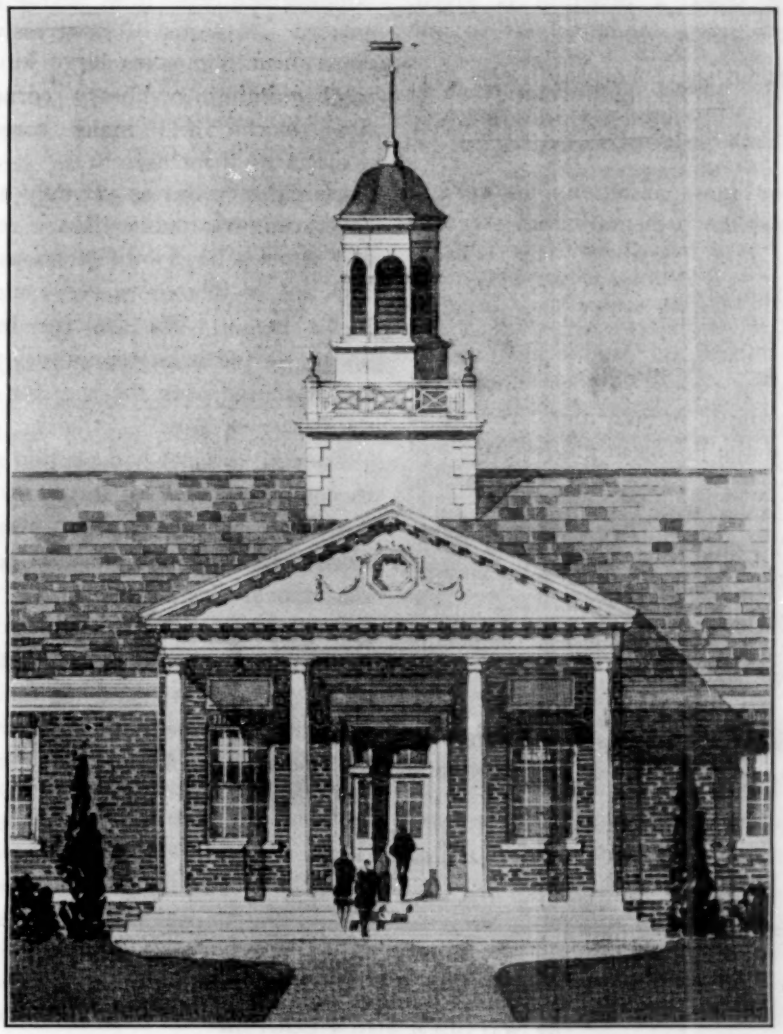
TWO years ago when a new elementary school building was to be erected in Concord, New Hampshire, it was decided to build one in which the platoon plan of organization could be followed, as this plan had already been carried out successfully in the Walker School in this city.

A platoon school, as many of your readers know, is divided into two major divisions or platoons. While Platoon A is doing work in the main subjects in the home room, platoon B is doing departmental work in the special subjects in the various rooms where conditions have been made favorable for teaching those subjects. The platoons change in the middle of each session.

The earliest platoon schools were organized by William S. Wirt first in Bluffton, Indiana, in 1902, and later in Gary, Indiana, in 1907.* The plan has spread rapidly until now there are thirty-nine states having platoon schools. Pennsylvania leads, with platoon schools in thirty-three cities.

Our new building, although suited to any type of organization, was especially designed for the platoon type. It is a one-story E-shaped structure, built of brick and granite. The main building is 230 feet long and 55 feet wide, and has eight classrooms, a gymnasium, and a library opening upon a central corridor. The wings at either end contain a kindergarten and an auditorium respectively.

We have the advantage of an especially fine location. Although it is at the edge of the city and in a growing section, our grounds cover eight acres, with a pine grove and a brook for nature study and art, a large playground, and fine lawns and concrete walks near the building.



SOUTH END PLATOON SCHOOL, CONCORD, NEW HAMPSHIRE

A kindergarten and the first five grades are accommodated here. The first grade does not follow the platoon program. The other four grades are each divided into two divisions, one of which, as before mentioned, remains in the home room, working on the "Three R's," while the other is in the special rooms.

We have four special teachers; the librarian, one teacher for music and art, another for geography and nature, and a fourth for physical culture and auditorium. In a larger building there would be a teacher for each of these subjects.

Our special teachers have had particular training for their work and therefore bring more knowledge and enthusiasm to their classes than would be possible for teachers who are obliged to handle a variety of subjects. The home-room teacher, in turn, with fewer subjects

* "The Platoon School" Magazine, January, 1927.

to teach, has more time to prepare her work.

Our chief aim is, like all progressive schools, "to educate the whole child." The special activities help in this to a great degree. Each child in the gymnasium period has a half-hour each day of physical freedom and culture, on the playground when possible, or if not, in the gymnasium. This includes exercises, drills, marches, folk-dances, and organized plays and games.

The auditorium work gives a wonderful chance for self-expression. Here history and literature come to life and original stories and plays are given as well as those taken from other sources.

At assembly each week a program is given. This varies in length from one-half hour to one hour.

The general purpose of the auditorium work is to correlate and integrate the work of all other rooms.

To illustrate: Our most ambitious auditorium program last year was the presentation of the cantata, "The Childhood of Hiawatha," by Wilson. This followed the reading of "Hiawatha" and the making of illustrative booklets in the home room, the reading of the books on Indian life in the library, dancing Indian dances in the gymnasium, and the study of the music in both music room and auditorium. Each of the pupils in grades four and five took some active part. Even the stage setting of wigwams and forest was arranged by pupils under direction. We gave this as an evening entertainment and as the cantata was not long enough in itself a health play by grade three was added. The entertainment was a great success financially as the tickets were all sold quite a few days before the event.

Some of the auditorium periods are given over to moving pictures, as we own a projector and screen.

Our geography and nature room is so interesting, with its specimens and such small animals as can be accommodated, that the pupils flock here whenever possible.

The art and music room is also popular, and children often put in extra time here to finish some special project or to practice in the harmonica or rhythmic band.

The kindergarten room is modern in every respect. It is lighted from three sides, large and airy, with a smaller cloak and property room adjoining. We are fortunate in having the Concord kindergarten supervisor located at this building and directly in charge of our own kindergarten. As signs of progressive methods in this department one notes large kindergarten material, easel painting, a library corner, the large Hill floor blocks, and many constructive individual projects of the children.

Our library has as yet only a limited number of books, but our public library co-operates willingly, and sends a large box of books as needed. There is a line in this room every night waiting to take books home. We are certain that the regular library period greatly improves the general reading, and it should pave the way for good use of leisure time later in life.

Concord has not had platoon schools long enough to compare them statistically with the accomplishments of the other schools, but those most interested—children, parents, and teachers—are enthusiastic over the platoon plan.

A proof to me of the value of the platoon school is seen in the happy faces of the children as they all eagerly participate in so many wholesome activities. It seems, even more than other types of modern schools, to be not only "a preparation for life, but life itself."

Definition of Education

By WILLIAM JOHN COOPER

United States Commissioner of Education

"Human education is a process of individual growth and development, beginning with birth and ending with death, requiring at the outset much effort on the part of others in discovering, nourishing and directing inherent potentialities, but at every stage demanding increasing self-reliance and self-control.

"During this entire process the individual learns to observe and analyze his natural environment, to modify it to his needs, and to adjust himself intelligently to nonalterable conditions, and to comprehend the social environment in which he finds himself, to understand how it came to be, what it is, and how it can be changed, and to appreciate the mutual 'give and take' character of human association to the end that he may not only demand his own rights and opportunities, but also will discharge to the full his economic and social obligations."

Normal Schools—East and West

By W. A. BALDWIN

Rhode Island College of Education, Providence

THERE has been a growing dissatisfaction among the Normal Schools and the Teachers Colleges of the East with the low rating given to some strong schools by the Committee on Rating of the American Association of Teachers' Colleges. This rating results from the present basis for standardization of teacher-training institutions.

THE EVOLUTION OF NORMAL SCHOOLS

In the early days of the normal schools entrance requirements were low, courses short, and in many cases these courses consisted mainly of methods of teaching the three R's, and too often were really largely lessons in the use of devices.

As the normal schools have raised their standards of admission and lengthened and multiplied their courses, two questions have been ever present: Shall the new courses consist mainly of academic work or of professionalized work?

ACADEMIC VERSUS PROFESSIONAL COURSES

Extremists on the one side demand that in a four years' course at least 80 per cent. of the work shall be academic in character while extremists on the other side claim that since these are professional schools every bit of the work shall be professionalized—taught with reference to its helpfulness in preparing the student for teaching. Advocates of the academic emphasis claim that they can get desirable support for their colleges from their legislatures only on the basis of providing for the students an education comparable with that furnished by the Liberal Arts Colleges. They are expected to insure such academic proficiency in college subjects as will enable them to be transferred to a regular Liberal Arts College at any time if desired. Advocates of the professionalized work claim that their students are supposed to be preparing to teach and that every course should tend toward that end. In other words that even the so-called academic subjects when taught in a professional school should be professionalized.

The normal schools of the Middle West have become colleges of education and have tended more and more to ape the ways of Liberal Arts Colleges.

The normal schools of the East have retained the name Normal School or when changing the name to Colleges of Education (for increase in prestige or other reasons) have tried to continue to insist on the professional type of training, leaving the purely academic training to be done by the Liberal Arts Colleges.

The annual meetings of the American Association of Teachers Colleges which occur each year on the Fridays and Saturdays before the meeting of the Superintendents' Division of the National Education Association have devoted considerable attention for several years to the formulation of standards of rating the Normal Schools and Teachers' Colleges of the country, the purpose being to raise the standard of efficiency in all such schools and colleges. Naturally the standards which have been evolving tend to emphasize the tangible and measurable, instead of the *less tangible teaching ability* and *teaching results.*

It has therefore come about that the standards as at present administered favor those schools which emphasize academic courses for their students and advanced degrees for faculty members and militate against those schools which emphasize professionalized courses for students and the selection and retention of faculty members of proved teaching ability even if lacking in advanced degrees.

The feeling of dissatisfaction with these standards has been growing especially in the East, where schools with enviable records for high grade professional work on the part of both faculty members and of graduates have been receiving very low rating, and in some cases no recognition at all. This year this feeling has taken tangible form first in a conference at New York called by Professor Ambrose Suhrie, at which it was agreed that some steps should be taken at the Detroit meeting to secure such a modification of the standards as would recognize teaching ability and professional output.

In accordance with this purpose three carloads of friends of the movement went from Boston and New York to the meeting in Detroit.

A short conference was held en route, and a more extended one was held at the Book-Cadillac Hotel on Friday noon. Principal J. A. Pitman of the Salem Normal School, who presided at this meeting, was requested to present the matter at the regular meeting. This was so well done and he was so well supported that a motion was carried that the incoming president should appoint a committee to serve with the standing committee in an attempt to revise the standards not downward, but in such a way as to recognize *teaching ability* and *professional output.*

It is hoped that some way will be found to measure that part of these professional schools which should be the *chief characteristic* and *main strength of such institutions.*

Vocational Education in Oregon

By O. D. ADAMS

State Director, Vocational Education, Salem, Oregon

VOCATIONAL education in Oregon has advanced in keeping with the progress made in this field of work in other states. For purposes of this article, the discussion will be confined to that type of education sponsored by the Federal Vocational Education Act (vocational education of less than college grade in the fields of agriculture, home economics and trade and industrial education). Vocational education of this type must necessarily be limited; it must be specific; because it is for training in definite occupations. While we recognize its limitations, nevertheless, thousands of young people have no other contact with educational institutions except those represented in the vocational field.

Much discussion has taken place in the past as to the difference between education and training. It is not our purpose to presume to settle the discussion in this article, but it might be well to set down in general terms what we understand education to be as against what training is. "Education is the broad drawing out of character. Training is the narrow application of knowledge to secure specific ability. Stress is placed on the fact that training looks toward the accomplishment of something rather definite. Training is essentially habit formation. All training looks toward the building of those habits which make it possible for a person to do something without conscious control."

Since this narrow philosophy is accepted as being in general an objective of vocational education, it might be argued that the public school system should confine its efforts to training for life generally rather than specifically. This very philosophy, however, led to the passage of the Smith-Hughes Act, which set aside certain funds for the promotion of vocational education of less than college grade throughout the various states, and Oregon has taken advantage of the use of this money to promote its present program for vocational education.

ADMINISTRATION

The State Legislature accepted the provisions of the Smith-Hughes Act, and set aside a fund for administering the work under the control of the State Board for Vocational Education, of which the state superintendent of public instruction is the executive officer. In addition, the members of the State Department of Education are ex-officio members of the State Board for Vocational Education, and four members are appointed by the Governor representing agriculture, home-making, labor, and employers. The State Board for Vocational Education has the necessary authority to co-operate with the Federal Board for Vocational Education, to administer the funds, to formulate plans, provide for the preparation of teachers, to make studies and investigations relating to vocational education; to promote and aid in the establishment of schools, to prescribe qualifications of teachers, directors and supervisors, and has full authority to provide for the certification of vocational teachers.

The administrative staff consists of a director of vocational education and supervisors of agriculture, home economics and trade and industrial education. In co-operation with the school of vocational education of the Oregon State College, teacher-training activities are carried on with the assistance of teacher trainers in these three fields of work.

COURSES OF INSTRUCTION

The courses of instruction are based on an analysis of the jobs involved in the specific type of education or training being carried on. In agriculture the farm enterprises of the community are studied, and detailed courses worked out to suit the needs of the communities in which the work is to function. In home economics the duties of the home-maker are analyzed and broken up into short units and utilized as the basis for organizing a course of study for home economics generally in the state. Trade and industrial education is somewhat more complicated because of the great number of trades involved in modern industry. However, the same principle holds in this case, and trade analysis of trades involved in the training program becomes the unit from which the teacher obtains teachable content for the purpose of instructing apprentices and others interested in the trade program.

No fixed course of study governs the state as a whole for the reason that it is necessary to make the subject matter fit local situations and for that reason an analysis of the work as practiced in the local communities becomes the basis for determining the course of instruction in that community.

THE TEACHING PROCESS

To most teachers and to the vast majority of readers of this magazine, the teaching process will be common information, but in case there are some who may not be familiar with this subject, it might be stated briefly as follows: Vocational

teaching in specific subjects may be considered as being divided into two parts: (1) the imparting of new ideas; and (2) the practice teaching. Four formal steps are used in the process: (1) Preparation; (2) presentation; (3) application; and (4) test, as first introduced to the industrial field by Charles R. Allen, educational consultant of the Federal Board for Vocational Education.

This process is "put over" by the use of lecture, demonstration, illustration, and various discussional methods, making use of lesson plans that stress "doing ability." In the training of teachers every attempt is made to proceed from the concrete to the abstract; from the simple to the complex; and to choose practical jobs as a device for putting over the principles of teaching in the practice teaching work. In principle this does not vary and is essentially no different than in the practice followed out in many normal schools. As an illustration, the making of a paper cup might be decided upon as being a demonstration lesson that the instructor presents to a beginning class in industrial teacher-training work. In this lesson is shown the operating points of the job analysis (step No. 2) which is comparable to the organized teachable content in any lesson, and the job itself (that is, the making of the paper cup) is taught according to the four steps of the teaching process.

Another method quite generally used in vocational educational work in the state of Oregon is the conference method, a rather desirable and effective one for use in classes of foremen, farmers and home makers, where there are varying levels of intelligence, experience, and education. The purpose of the conference method is to utilize or pool the experience of the group and through a systematic procedure promote discussion that will aid in the solution of problems suggested or under consideration.

In agriculture and home economics a well-defined course for the preparation of teachers in these subjects is set up in the Oregon State Agricultural College, which gives them a much broader training in their field than the trade and industrial teachers usually obtain, for the reason that the agricultural program and the home economics program are carried on to a greater extent in co-operation with the high schools of the state. These teachers meet the usual academic requirements for graduation and certifications.

TYPES OF CLASSES

Oregon has taken advantage of the classification as set forth in the policies of the Federal Board, and has adopted classes of different types. All day classes are conducted in conjunction with the high schools of the state in the three fields of work. In addition, part-time classes, both of the extension and the preparatory type, have been developed as well as those known as part-time co-operative and general continuation classes. In addition, an earnest effort is being put forth to develop a well-defined evening program for adults, and in home making a part-time program for adult home-makers is carried on in many centres in the state.

It is felt, in view of the present unsatisfactory employment conditions, that in the main, training in the field of trade and industrial education should be confined to those persons who are already employed in the trades; therefore, considerable part of the trade and industrial program is devoted to the extension type of training and carried on in evening classes.

AGRICULTURAL EDUCATION

Vocational agriculture offers not only an opportunity for vocational training to high school boys who are interested in the business of farming but to farm boys who have finished or dropped out of high school, and to adult farmers who have already entered upon a particular farming operation or agricultural pursuit. Last year, instruction was given to 1,206 boys who were regularly enrolled in Smith-Hughes vocational agricultural subjects, eighty-six part-time boys who were enrolled in part-time classes, and 644 adult farmers in evening school classes. This instruction was carried on in co-operation with thirty-three high schools in the state. In conjunction with the regular course as outlined in the various schools, the boys carried on what is known as a farm project, an enterprise consisting of a practical farm business. In the past year these projects have included dairy cattle, hogs, poultry, bees, beef, horticulture, field crops, truck crops, and farm shop work. The vast majority of these projects are on an ownership and a continuation basis, and are of sufficient scope to warrant managerial and financial responsibility on the part of the student. An accurate and complete record of expenditures and receipts must be shown. A summary of the project records of the state shows for the past year a total labor income of $110,197.28 or an average per boy of $154.74. Even in face of the depressed condition in agriculture there were ten boys who showed $1,000 labor income from their projects for the year. The vocational agriculture boys in Oregon have affiliated with the national organization known as the Future Farmers of America. Local, state and national dues were paid by 745 members. There were twenty-nine chapters represented in live stock judging contests at county fairs; seventeen chapters were represented in three sectional oratorical contests; eighteen chapters had project exhibits in fairs. Twenty-seven chapters competed in live-stock judging contests at the Pacific International Livestock Exposition. The state organization finances and publishes a paper devoted entirely to the interests of the Future Farmer movement as carried out in Oregon. One of the most satisfactory types of vocational agriculture is the evening school for adult farmers. These schools—twenty-

two of them—are carried on on a conference basis, discussing specific farm problems, and are held during the winter months. The average attendance for the classes throughout the state last year was fifteen members. In all, 644 received instruction in the evening schools of the state. Fourteen of the schools conducted their work around dairy problems, others on farm management, poultry and bee-keeping. It has taken some time for the evening school work to develop, but with the experience that Oregon has had with it, its actual value is no longer in question.

HOME ECONOMICS EDUCATION

Vocational home economics, as interpreted in relation to both day school classes in high school and classes for adults, includes training in all phases of home making. In the minds of the general public this term is too often limited to sewing and cooking, but an analysis of the activities carried on in the home shows that many other phases of home life present problems in which both the daughter and the mother need help.

Both the school and the home can make a contribution toward the training of the daughter in home making. This co-operation can be attained through a well-planned home economics program.

In the past biennium 2,086 women were enrolled in evening home making courses, 685 women and girls were enrolled in a part-time home economics course, and 884 high school girls enrolled in day school courses. One thousand seven hundred and sixty-eight home projects were completed and fifteen district meetings were hold for assisting teachers in service. An effort has been made in this state to have the schools maintain their cafeterias entirely separate from the home economics department, and the school superintendents throughout the state have shown a fine spirit of co-operation in helping to segregate these activities. An advisory service has been set up by the State Board for school superintendents and principals in matters relating not only to Smith-Hughes vocational home economics, but to practical arts work. With the co-operation of the Oregon Home Economics Association and the State Department of Education, a course of study to be used in all the schools of the state has been recently published. In addition to this a bulletin on Organization and Activities of Home Economics Clubs has been distributed to the various high schools throughout the state.

The aims of the home economics clubs in Oregon high schools are as follows: (1) Social and professional welfare, and advancement of the members; (2) personal development of the girl, personality, leadership, initiative, etc.; (3) connecting link between school and home; (4) appreciation of the field of home economics; (5) to assist in the development of the home economics program. A very definite effort has been made in addition to all these things to improve and increase the effectiveness of the departments. In order to have a measuring stick for determining this efficiency, the rating scheme, as worked out by Wright and Allen in their factors for evaluating specific courses in vocational education, has been chosen.

TRADE AND INDUSTRIAL EDUCATION

There are three main types of classes conducted in Oregon in the field of trade and industrial education: (1) Day unit classes held in conjunction with the regular high schools; (2) trade extension classes; and (3) those that might be classified as the co-operative type. Portland represents the largest centre for the promotion of this kind of work. Here is set up a co-operative organization known as the Oregon Building Congress, an advisory body of business men engaged in the building trades, which sponsors, in co-operation with the Portland public schools, an apprentice program. So far, most of the apprenticeship work has been carried on in conjunction with the building and railroad trades. Other centres of the state conduct classes in trade and industrial education. In order to show the spread of the work in trade and industrial education the following are among the types of work offered: printing, paper hanging, plastering, Diesel engine, train control, elementary electricity, electric welding, acetylene welding, layout work, triple valve repairing, air brakes, freight car inspection, locomotive inspection, plumbing, lathe practice, garment making, power machine operation, millinery, locomotive appurtenances, refrigeration, printing, ignition, gas engine, sheet metal, machine shop practice, carpentry, steam fitting, steam and operating engineers, pattern drafting, costume design, locomotive car control; accident prevention.

In addition to these classes, a class in teacher training has been inaugurated in the Portland fire department to give the captains and junior captains a short course in the teaching process. At present there are 197 captains and junior captains enrolled in these courses. It is the intention that they in turn will organize classes in the various stations throughout the city to give instruction in standard practice as confined to the fire fighter's job. In all, 4,415 students have been enrolled in trade and industrial education. Of these, 421 boys are enrolled in high school. There are 1,185 enrolled as apprentices in the trades, 2,193 enrolled in evening classes. All the teachers in the trade and industrial work are under a professional improvement program in which the Oregon State Agricultural College co-operates. At present a new departure in teacher training is being tried out by offering a correspondence course to those evening school instructors who find it practically impossible to attend evening school teacher-training classes. Foreman conferences are carried on to some ex-

tent, but because of limited funds this very important feature of the trade and industrial program has been somewhat neglected. However, a series of four conferences were held during the past year for foremen in industrial plants in the state.

Oregon does not claim to have made the progress by any means that many of the states have, in vocational education, but the people are beginning to become acquainted with the objectives, and a genuine interest seems to be displayed throughout the state. Until the past year little effort had been put forth to keep the public informed about the progress of vocational education. Consequently, last year one of the main objectives of the State Board was to set up a publicity program to acquaint the people of Oregon with worthwhile information about this type of education. Gradually our aims and objectives are beginning to be understood, and a fine spirit of co-operation is demonstrated by the various educational agencies, the press and the people all making their contributions to the end that the state prepare its people to "carry on" in a broad comprehensive program of educating and training all its citizens.

"Children Know Nothing"

A personal letter. We protect the writer, the city, and even the state. See Editorial.

To the Editor of the Journal of Education,

Sir: The president of an American university was reported some time ago to have said: "The parent rushes into the mind of the child, without so much as the courtesy of a knock on the door, and proceeds to impose his nature and his notions on the proud but powerless child."

This man evidently shares the opinions of a modern school of child "trainers" and "educators," who teach that children should be deferred to, *that their desires should be respected,* that they should seldom or never be chastised, and that their ideas are as good as the ideas of their parents and elders, and perhaps a shade better.

It is not strange that such ideas concerning children's minds and concerning the method of child training should be in vogue today, for we live in *an age that takes a perverse delight in going counter to all the wisdom and good of the past.*

Common sense and everyday experience ought to teach us that *children know nothing,* that *their minds are blank tablets* upon which *we* have to impress the characters that will tell the stories of their future lives.

Children have no well-defined thoughts, and no fixed principles. Instead of thought, a succession of images, some pleasurable, others painful, pass over their minds. They have certain impulses, some good, others bad. The good impulses should be strengthened, and directed towards right ends. The bad impulses should be restrained, and so far as possible, eradicated.

Of course we should not educate and train children as we train animals, by whip and lash when they do ill, and by placing savory tid-bits under their noses when they do well; though a moderate and judicious administration of such punishments and rewards does children good.

But let us have no silly notions about knocking on the door of the proud but powerless child. While we should not break a child's spirit, and while we should inculcate in him a proper feeling of self-respect, pride is the one thing, above all, that we should drive out of him. "Pride is the only sin that never quite is conquered."

Personal and Professional

S. T. NEVELN has been re-elected for three years as superintendent of the Austin, Minnesota, school system. He has occupied this position with eminent success for nine years, during which time the public school enrollment has increased 44 per cent., and the per-pupil cost of instruction has dropped from $97.79 to $81.18, with corresponding savings to taxpayers and credit to the school board as well as Superintendent Neveln. The latter is active in the operating of the Schoolmasters' Rotary Club, which held its customary banquet in connection with the Department of Superintendence convention at Detroit.

EDWARD W. FICKETT, manager, Fickett Teachers' Agency, 8 Beacon street, Boston, has rendered the cause of education an important service, historically and professionally, by writing "The History of Teacher Placement" for the National Association of Teachers Agencies.

Mr. Fickett has written the best brief history of American education that has been published anywhere. Indeed, nowhere is there as good an interpretation of American education in the South, its spirit and causes, civic, social, and religious, as in Mr. Fickett's first four pages.

EDWARD P. FITTS, retired superintendent of Mansfield, Massachusetts, who was recently given a notable reception by former teachers and the public, graduated from the Bridgewater State Normal School sixty years ago, has been superintendent of six townships in Massachusetts—Middleboro, Walpole, Reading, Sharon, Stoughton, and Mansfield.

A. L. COOK, for the past nine years superintendent of Harbor Beach, Michigan, public schools and community service, has accepted the superintendency at Rochester, Michigan, starting July 1. Ralph Brotherton, at present high school principal at Harbor Beach, succeeds Mr. Cook as superintendent.

E. RUTH PYRTLE, principal, McKinley Junior High School, Lincoln, Nebraska, has written and printed a booklet, "Early Virginia Families: Pyrtle, Davis, Turner, Martyn," through which she trails her ancestors as pioneers and patriots from early Virginia days.

She has devoted time and talent to this presentation of American lives, and is amply rewarded by the interesting and important connections remade. The result is a worthwhile contribution that her Virginian ancestors have made to the pioneer life of the South and West.

FREDERIC ALLISON TUPPER, headmaster-emeritus, Brighton (Boston) High School, has been honored by the placing of a portrait in the auditorium of the school that he served for many years. He was one of the eminent leaders in public and professional education of the country, but retired under the age privilege, and is enjoying successful business connections. The alumni is always enthusiastic in appreciation of Dr. Tupper because he placed the Brighton High School among the first-class high schools of the city and state. The citizens of Brighton have also held him in high esteem because he was always active in all civic affairs. Consequently the unveiling of his portrait, February 20, was a great occasion for Brighton.

DR. JOHN A. H. KEITH, state superintendent of Pennsylvania, as one of his last acts prepared an elaborate sketch of the life of the late David Felmley, thirty years president of Illinois Normal University. Dr. Keith was on the faculty with Dr. Felmley, and wrote of him personally and professionally most interestingly.

DR. H. A. BROWN succeeds the late Dr. David Felmley as president of Illinois Normal University under highly favorable circumstances. There were two major buildings dedicated, one for the training of high school teachers of science and the other a new physical education building. These meet two much needed additions to the professional equipment of the University.

GARRY CLEVELAND MYERS, Western Reserve University, has demonstrated high efficiency in radio addresses on "Building Personality in the Child." Here are samples of his subjects: "Posture and Personality," "Voice and Personality," "Poise and Personality."

The first course of radio addresses was so successful that a second course was given, and the probability is that it will be a regular University service.

DR. JOHN J. RICHESON, superintendent of Youngstown, Ohio, is given much credit for the boom growth of the city of 40 per cent. in the last decade, as was demonstrated in the "All-School Party and Reception" at the Stambaugh Auditorium on February 10. Youngstown with its 170,000 population reveals industrial prosperity in various lines. Northeast Ohio is one of the highiy thrifty sections and Youngstown's attractions are appreciated, with Superintendent Richeson and the schools playing an important part.

They Say

A. LAWRENCE LOWELL:—

"Each year 25 per cent. of the freshman class at Harvard enjoy the first year to such an extent that they repeat it."

OWEN D. YOUNG:—

"We need to know more of the world as it is and to discard for ourselves, as we have for our daughters, the hoop-skirts and false unfrankness of the crinoline age."

EDWARD L. THORNDIKE:—

"The task of education is to make changes in human beings."

JOHN DEWEY:—

"Open-mindedness is not the same as empty-mindedness."

M. V. O'SHEA, University of Wisconsin:—

"The young in the United States are going the pace faster today than young people have probably ever gone before. Already it is possible to observe children even in the graded schools who are *blase* and sophisticated, and are in danger of losing too early their eagerness and enthusiasm for knowledge and achievement, which are essential for the perpetuity of our civilization."

EDWIN B. TILTON, assistant superintendent, San Diego: —

"The teacher by virtue of his professional calling is daily giving out the vital elements of life, culture and character."

HARRY EMERSON FOSDICK:—

"Playing is indispensable to youngsters, and taking up golf or getting fascinated by a hobby may be the wisest thing for an oldster to do. But what we are after is even more vital: putting the spirit of play into the whole of life—living for the fun of it.

"The best work is always done for fun. Millet, the French artist, had to paint signs to make both ends meet, but this was not his best work. He painted his masterpieces, 'The Angelus' and 'The Gleaners,' for the sheer love of painting them. An author may have to write hack stuff to keep the pot boiling, but when he has leisure to write something that he wants to write for the creative joy of writing, that will be his best work."

RAYMOND POINCARE:—

"The affection which you reserve for your country must not lead you to forget the existence of other people."

MRS. THOMAS A. EDISON:—

"It is not necessary to be idle to enjoy a rest and a vacation."

DR. BRUNO ROSELLI:—

"America will find herself involved in the next world war, despite her most desperate efforts to keep out."

JAMES F. HOSIC, Teachers College, Columbia University:—

"The only hope for progressive education lies in leadership."

SECRETARY OF COMMERCE LAMONT:—

"There can be no doubt that the inherent strength of our economic structure will enable our country to lead the world in a vigorous recovery from the present depression as we have done in the past."

DR. WALTER A. WELLS:—

"An actual fondness for noise has become alarmingly common in America and explains the popularity of regenerated jazz."

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AT ALL DRUGGISTS

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Only Ten — But

"He's a little pest," said Selectman Jones. "Three times this week he has called at this house after school, rung the doorbell, and informed me of some nuisance somewhere that ought to be remedied. I lay it all to his teacher. She's giving her children some sort of a new-fangled teaching that is making intolerant little prigs out of them."

"Well, now," said his wife, "what has Sam just called to your attention?"

"A mosquito hole. Says that the water in the old dump is just alive with mosquito larvae. Had some of the wigglers in a bottle, and held them up to wiggle right before my eyes."

"Well," said his wife, "what was wrong about that?"

"Doesn't a man need any rest?" growled her husband.

"Yes, but if things need attention they can be given attention without spoiling your rest. What did you say to Sam?"

"Told him to go put a quart of kerosene on the pond, himself."

"What did he say?"

"Said he would if the town couldn't afford it. Now, Mary, that's downright impudence."

The selectman banged the table as he spoke. "Last week he came to me just at supper time, of course, and said there was the smelliest dead cat anyone ever smelled, in the alley back of Widow Henry's house. Said it made the widow sick, and that she had to keep her windows down. I asked him what he wanted me to do about it. He said: 'Have it taken away. What's the sanitary department for?' He even knows the names of the various departments."

"Yes," said his wife, "and what did you say?"

"I said: 'Get a shovel and bury it yourself.'"

"And what did he say?" laughed his wife.

"He said: 'I will bury it, but what's the street-cleaning department for?' Just his words, as sure as I'm born."

At that moment the doorbell rang again. "I'll bet that's the same chap now. Found something else wrong with our town government," roared the selectman. "I knew it, I knew it," he growled, as he opened the door half way. "What in Sam Hill do you want now?"

"Please sir," said a pleasant voice, "there's a kitten on the top of an electric light post that can't get down. Been up there a day and a half. The poor thing is starving. I've called up the lighting department on the phone, with no success, and the fire department refuses to rescue cats, so I've come to you."

"You young rascal," cried the selectman. "You—"

"Just a moment," cried the selectman's wife. "I'm surprised at you. Get your coat and hat on this very moment, and go right along over to the fire station and get out the ladder and rescue that cat."

Of course this is a fairy story, but it might be true. If boys and girls interested themselves in doing kind and helpful things I suspect the old town wouldn't know itself in a month. Is there something disagreeable, unpleasant, unkind going on around your home? Suppose you try correcting it.

—

The Doll Man

Susanne pressed her stubby nose against the big glass window. The roly-poly doll man inside laughed down at her from his low stool, and turned the baby doll he was making so that she could see the face. One cheek was beautifully colored, but the other was like pale chalk. Susanne wiped the last tear from her eyes, sniffed a little, and smiled—the weakest little, crooked smile in the world.

The doll man leaned over and said something to her, but the thick plate glass kept his words from her ears. She shook her head slightly, and the doll man beckoned to her with his forefinger.

"Tears?" asked the jolly doll man. "Who ever heard of tears in eyes like yours? Can't you smile just one big, brave smile?"

Susanne hiccoughed heavily, and then did her best.

"Maybe," said the doll man, "you could tell this little friend here all about it. Eh?"

Susanne's eyes darkened again with tears which she bravely held back. "Mother—wh-whipped me," she said. "She—she told me not to go down to Stevens' P-Pond, and I went. She said everyone had to obey, or get into t-trouble."

The roly-poly doll man nodded his head. "She is right," he said. Even *I* have to obey. Yes, *indeed*, I do."

"You!" cried Susanne. "I thought *you* did just as you—you pleased."

The doll man smiled. From a moist pile near by he took a handful of clay. With skillful fingers he fashioned a doll's head. Susanne gasped.

"What was he doing? Why, the doll had a horrible, big, hooked nose, and one ear was as big as a donkey's, and its chin—why, its chin stuck right out straight."

The doll man chuckled as he held the doll up to the light.

"It's—it's terrible," gasped Susanne. "It's terrible."

"Just like all things that come from disobeying just laws," said the doll man. "See what my disobedience has done to this doll-head of mine. Whoever saw a nose like that? Whoever saw an ear like that? Whoever saw a chin like that? They came into being because I disobeyed the laws that have worked to shape the human face."

"And I suppose that's what happens inside of us when we disobey our mothers," said Susanne.

The roly-poly doll man nodded his head. "You must remember that," he said. "Just remember it all your life. My little Susanne, the beautiful things come to us through obedience. Do you doubt it? Then watch."

With deft fingers the roly-poly man re-shaped his doll's face. He glanced now and then at Susanne. He was done in a moment. What had happened? Where was the long nose and the pointed chin and the donkey's ear? All smoothed away.

Susanne gasped and clasped her hand. "Why, it's like me," she cried. "It's just like me when I'm happy and want to laugh."

The roly-poly man handed the doll to Susanne.

"You are right," he said. "Laughter goes with obedience, and—" the roly-poly doll man leaned over and flicked away a tear from Susanne's cheek,—"and tears always go with disobedience."

—

Tilda's Disobedience—I

Tilda was every inch a little lady. Everyone said so. Mr. Johnson, the grocer, declared it was a delight to wait on her. She always knew exactly what she wanted, and her "Thank you" was always given with a winsome smile of good humor.

Unfortunately Tilda lived right next to a swamp that the city was gradually filling in. Regularly, all day long, wagons loaded with ashes, papers and

other waste material arrived, dumped their dirty gray burdens, and crawled away. The sifting dust settled morning and night over Tilda's cherished garden. Not even the fine spray of the hose could wash it from the smothering leaves of her plants.

To make matters worse, when the wind was in the east, papers raced wildly over the level, filled section of the dump, to wind themselves about everything that stood in their paths.

Tilda finally went to the town authorities for relief, and the Mayor sent Steve, the dump tender, fifty feet of wire fence, with instructions to set it up when the wind was wrong. All went well for a week, and then Steve forgot the wire mesh. The next morning every flower in Tilda's garden was covered over with a paper cape.

"I'm so angry I could cry," exclaimed Tilda to her mother. "I'm going right over and tell Steve what I think of him."

"Do no such thing," said her mother. "I shall speak to Steve. He must have forgotten to put up the fence."

When the same thing happened again in the following months, Tilda, at last, ignored her mother's command. With blazing eyes and tightly-closed lips she descended on Steve.

"You miserable wretch!" she cried. "You are ruining my garden. Just come and see what you have done. Didn't the Mayor send you the fence to save my garden? Didn't he?"

"Yes, ma'am," answered Steve.

"Well, let me tell you. The very next time papers blow into my garden I am going straight to the Mayor, and ask him several questions."

Tilda turned to go back home. A bright spot burned in each cheek.

(To be continued.)

Tilda's Disobedience—II

"Tilda!" cried her mother, at her shoulder. "What have you been saying?"

"I have been telling this miserable wretch the truth," answered Tilda.

"But I told you," broke in her mother.

"Yes, yes, I know, mother, and I am sorry, but sometimes a person must speak out—especially when something beautiful is threatened with destruction."

Tilda's mother smiled. "You are right," she said. "I do not want any command of mine to stop you from defending yourself or something that you hold dear."

We admire anyone who stands up for her rights, especially when her rights are worthy ones. People often stand by idly, and let such people as Steve ruin their lives. Whenever there is anything beautiful or good that is threatened, it is our duty to defend it. Tilda's mother feels that way, too, only she is one of those mild-mannered persons who would rather suffer in silence than defend themselves.

Suffering in silence never pays when right is at stake.

Peter Miller

(A Story that Has a Basis of Truth)

Peter Miller and Sam had been enemies for years. When Washington called for volunteers Peter Miller stayed at home, but Sam marched off to the battle front. The days that followed were hard days for everyone. Sam's family soon felt the pinch of hunger, while Peter Miller's family fared very well. This condition troubled Peter Miller, and in one way or another, without letting his identity be known, he supplied the food that tided Sam's family over the bitterest months of the long winter. In serving the loved ones of his bitter enemy in this way, Peter Miller began to take an interest in them, then he began to watch with pleasure the children as they went by on the way to school, and finally, love began to sprout up where before there had been hatred, and when Jennie, the youngest child, came down with diphtheria, Peter Miller provided the doctor and the medicine, and rejoiced secretly as much as anyone in the child's recovery.

Then terrible news filtered in from the front. Sam had been found asleep at his post of duty. He was to be shot at sunrise of the second day following the coming of the news.

Peter Miller heard the report as he bedded down his cows for the night. He turned from his work, and went out under the stars. A dreadful feeling of sorrow swept over him. Much as he hated Sam, he could not bear the thought of what was about to happen to him. Suddenly he realized the truth. In serving Sam's family he had been serving Sam, and somewhere, in that service, hatred had dropped away, and a new feeling, that of love, had taken possession of him.

Peter Miller groaned. The camp, where General Washington starved with his men, was sixty miles away. Only yesterday he had sold his last horse to provide food for his other animals, for himself and family, and for Sam's wife and children.

Peter Miller squared his shoulders. Sixty miles was not so far after all. He could make it in twenty hours, and that would bring him into the presence of the commander-in-chief in time to save his neighbor's life.

Peter Miller was footsore and weary when he faced the general. Washington heard his story, and listened to his plea with earnest, understanding heart. At last he said: "Peter Miller, I cannot save your friend."

Peter Miller smiled. "Friend?" he cried. "The man is no friend of mine. He is my bitterest enemy. For ten long years he has hated me with a deadly hate."

General Washington squared his shoulders. "You want me to believe," he said, "that you have walked sixty miles to save a bitter enemy?"

Peter Miller bowed his head. "He hates me," he said, "but in serving his family I have learned to love him."

Washington smiled. "You are a worthy man," he said. "It shall be as you desire. If service has yielded love to you, I can do no less than add forgiveness. Go! Take this pardon to the captain in charge of the firing squad."

Ten miles lay between the general's quarters and the camp where Sam was held prisoner. Once more Peter Miller started out on foot. In the gray dawn he reached his destination. A line of ragged soldiers stood in an open square. Sam stood before them waiting for the fatal command.

As Peter Miller staggered across the frozen ground Sam's lips curled in a snarl of hate. Drawing himself up to his full height he cried out: "Welcome, Peter Miller! You have walked a good seventy miles to see me shot. May you not be disappointed!"

When Peter Miller handed the letter to the captain in command, the latter smiled, then marched his soldiers off the field, leaving Peter Miller and Sam alone in the gray dawn.

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The BOOK TABLE

AMERICA CHAINED. A Discussion of "What Is Wrong With the Chain Store." By Montaville Flowers. Comprising Thirty-six Half-Hour Broadcasts on the Pacific Northwest Broadcasting System, Seattle. Cloth. 345 pages. Published by Montaville Flowers, Publicists, Ltd., Pasadena.

Here are thirty-six concise, attractive, forceful broadcasting addresses by one of the most skillful, artistic broadcasters in the United States, a brilliant orator who has mastered the art of thinking concisely, clearly, attractively, and speaking so that a million people can enjoy listening as well as one of them could enjoy a conversation with Mr. Flowers.

While the thirty-six half-hour messages are centred on "Human Welfare," and only one-third of them have a "Chain" label, each of the thirty-six is a brilliant attack on some phase of what Mr. Flowers considers the great chain-store evil.

He traces the whole chain-store scheme with 17,000 in the United States from one store in New York, owned by George H. Hartford, of Connecticut, in 1870, to 4,477 which he owned in 1921.

Mr. Flowers easily traces human ills of today mostly to the ramification of the chain-store tendency from education to charity.

It will be interesting to see if chain-store broadcasting has any influence on other spirit of broadcasting.

ARGUMENTATION AND DEBATE. By Carl G. Miller, Spokane, Washington. Cloth. New York, Chicago, Boston: Charles Scribner's Sons.

Debating in high schools and colleges, between high schools and colleges and between individuals on political and public questions for raising large sums of money for popular causes, has created an interest in the art of debating quite unusual.

Miller's book on "Argumentation and Debate" comes at an opportune time. It really meets a definite need, and is the masterpiece in the promotion of skill in the science of argumentation and the art of debating.

This necessitates a study of the art of debating in high schools.

The ease with which Boston College defeats Harvard demonstrates the significance of enthusiasm of students in the class that magnifies success in the art of debating.

INTRAMURAL ATHLETICS AND PLAY DAYS. By Edgar Marion Draper, University of Washington, and George Mimms Smith, Roosevelt High School, Seattle. New York: A. S. Barnes and Company, Inc.

The A. S. Barnes and Company, Inc., are rendering inestimable service to American education. They are as significant in modern education as Thomas A. Edison is in electrical creations. For illustration, they have kept the schools informed as to Intramural Athletics, and have created an intelligent appreciation of the radical distinction between high school athletics and college athletics, between play and sports. This book, like most of the A. S. Barnes Company books, is indispensable to those for whom it is written. They have a direct aim at the centre of the target, and never use small shot hoping to hit something by covering the whole bush.

A SUMMARY OF REPORTS ON THE MODERN FOREIGN LANGUAGES. Compiled by Robert Herndon Fife, Columbia University. Heavy paper covers. 260 pages. New York: The Macmillan Company.

This is the seventeenth volume issued by this committee, each of which has been a notable contribution to foreign language study and teaching. They are interesting and readable, as well as full of information which may be found in such usable form nowhere else.

PROBLEMS IN EDUCATIONAL PSYCHOLOGY. By Walter J. Gifford and Clyde P. Shorts, both of State Teachers College, Harrisonburg, Virginia. Cloth. 728 pages. Garden City and New York: Doubleday, Doran and Company.

We have been deeply impressed, from personal contact with the State Teachers College, Harrisonburg, Virginia, with the character of the thinking of the faculty as well as of the scholastic rank of students, and the treatment of the "Problems in Educational Psychology" places the college in the front rank, scholastically and professionally.

The vision of the authors is as clear as it is extensive, and it broadens through the 700 pages without aimless detours, and the conclusions are clear and forceful, concentrating all thinking from first to last on keeping the trail free from all delays and distractions.

It is as interesting and vital a series of solutions of "Problems of Educational Psychology" as we have seen presented by any national or international university.

CONDITIONS AND CONSEQUENCES of HUMAN VARIABILITY. By Raymond Dodge, Yale University. Cloth. 162 pages. (6 by 9 inches.) Yale University Press, Institute of Human Relations.

We have really enjoyed reading into each of the twelve chapters on "The Influence of Relative Fatigue" and "The Relationship Between Mind and Brain," but we are in no condition to pass our enjoyment on to our readers, but we can say sincerely that it is an important book on the influence of human variability on human behavior.

GENERAL LOGIC. An Introductory Survey. By Ralph M. Eaton, Harvard University. Cloth. 630 pages. New York, Chicago, Boston, Atlanta, San Francisco: Charles Scribner's Sons.

This is an up-to-date text on Logic as it is now taught at Harvard University. It is a subject that has been as little disturbed by modernization as any subject, and the one subject that must be known in its various conflicts for more than 2,250 years.

We have seen no text that is as scholastic historically, as readable and as valuable in teaching one to think logically in the twentieth century as this book of Ralph M. Eaton, of Harvard.

Books Received

"Education as a Life Work." By R. H. Jordan.—"Modern Methods and the Elementary Curriculum." By C. A. Phillips.—"An Introduction to Vocational Education." By Arthur B. Mays. New York City: The Century Company.

"Principles of Clothing Selection." By Helen Goodrich Buttrick.—"The Guidance of Mental Growth in Infant and Child." By Arnold Gesell. New York City: The Macmillan Company.

"Lectures in Darwinism." By Arthur Willey.—"The Nature of Comedy." By Willard Smith. Boston, Massachusetts: Richard G. Badger, Publisher, The Gorham Press.

"Powderpuff." By Alvin M. Peterson.—"My Educational Guidebook." By R. H. Rodgers and Harry S. Belman. Milwaukee, Wisconsin: The Bruce Publishing Company.

"New English Composition," Books 2, 3, and 4. By Edwin L. Miller. Boston, Massachusetts: Houghton Mifflin Company.

"Systematizing the Work of School Principals." By Morgan and Cline. New York City: Professional and Technical Press.

"Elementary Algebra." By Bergstresser and Schuyler. New York City: Hinds, Hayden, and Eldredge, Inc.

"A Dog of Flanders." By De La Ramee. Chicago, Illinois: Beckley-Cardy Company.

"Les Malheurs de Sophie." By Mme. La Compesse De Segur. Longmans, Green and Company.

Directory of Catholic Colleges and Schools, National Catholic Welfare Association, Boston.

EDUCATION IN ACTION

New Teaching Idea Spreads in Japan

Obara, Founder of the Juku System, Explains Its Aims and Progress; Government Favorable to Plan

Along with the enormous changes in civilization that have been brought about in Japan during the past thirty years has also come a new movement in education, unlike any other existing system, and yet embodying the educative usages of the ancient Greeks as well as the ultra-modern that the Occidental world has provided.

The Tamagawa-Juku, the new self-supporting and self-education system that has taken root at Machida-Machi, near Tokyo, was explained recently by its organizer, Kuniyoshi Obara, who is spending a short time in this country on his way to Europe.

Two years ago the Juku system was begun in a humble way, with only a few teachers and pupils. The movement, however, had been originated some years before by the late Dr. Sawayanagi, president of the National Educational Association of Japan.

The Juku system provides for an education, which he classified as "entirely general," and divided into the following four categories:—

Development of the pioneering spirit, social service, self-study and self-control and self-support.

"The idea," said Mr. Obara, "is for teachers to be like the philosophers of olden times, surrounded by their little groups of disciples. We lay stress upon the spiritual side of education, upon the teaching of languages like English, German, French, and, of course, the Chinese classics; history and mathematics. But above all, we aim to make the coming generation practical, and for this reason we want to make use of all the advantages that the rest of the world can give us.

"We teach boys and girls from the kindergarten phase to manhood, not only the ordinary pedagogic subjects, but they learn road-making, camping, farming, cattle-breeding, music, mechanics, telegraph and telephone construction, sports, silkworm raising, printing, apiculture and everything that makes for the practical in life. We have industrial workshops and libraries, chicken farms—everything."

Mr. Obara said that there are only about 200 pupils at present at the Juku institution, but added that the government is favorable to the plan, and that he expects the idea will gradually be enforced in the 30,000 public schools of Japan.

Schools Enlist Theatre Aid

School authorities in Rye, N. Y., and a motion picture house there are now working together on the problem of supplying pictures suitable for children. Public school principals had urged the children not to attend the theatre Sunday nights or during the school week. Investigation revealed pictures suitable for children were being shown early each week, and that films more adapted to adults were being shown on Friday, Saturday and Sunday nights. This policy has been reversed, and the theatre management has arranged for week-end pictures suitable for children and adults alike. The management is now receiving the active support of the school authorities, and the plan has the endorsement of the Parent-Teacher Association.

To Demonstrate New Schools

Accepting the challenge to prove the applicability to public school conditions of the new, freer educational methods that have grown out of John Dewey's revolutionary philosophy, Teachers College, Syracuse University, will conduct two demonstration schools at the coming session. Under two noted educators, who have successfully operated private progressive schools, Syracuse will provide this unique experiment intended to show what can be done with ordinary public school children in their own regular public school building, using a curriculum based on the next half-year of work they are expected to complete. School officials and teachers, who have wanted to be "shown," will have a chance to see for themselves, and even to participate in the conduct of the school, according to the announcement.

Schools Here Articulate With Those in England

From his experience with a sixth-form boy from Felsted School, Essex, England, William F. Merrill, principal of the Port Washington (L. I.) High School, believes there is little difference between the systems followed in the New York State schools and those of England. The English boy, he found, fitted in perfectly with the Port Washington school scheme. "Some critics of our schools," Mr. Merrill said, in a report to the State Department of Education, "have tried to impress us with the idea that our schools are far inferior to those in England, while certain patriotic individuals seem to feel that the reverse is true. The fact that a student can fit into our system so readily, and can adapt himself to the differences in our system, would seem to indicate that there is a fundamental similarity which is more important than any superficial differences."

Veteran School Official to Quit

F. E. Corbin, who is one of the most prominent citizens of Southbridge, Mass., and who has been a school official for forty-five years, the greater part as superintendent of the public schools, will retire at the end of the school term in June. He will then have reached the compulsory retirement age of seventy years. Mr. Corbin came to Southbridge from Dudley, after completing his studies at Dudley Academy in 1886, having accepted the position of principal of the local high school. A few years later he was appointed school superintendent, succeeding J. T. Clark. Less than 100 pupils were enrolled in the public schools in those days as compared with nearly 4,000 at present. Of the fifty high school pupils forty years ago, more than half came from neighboring towns. Today nearly 400 are taking the advanced courses in the town's new, modern high school.

Study of Law Is Modernized

Laboratory and cloister methods are to be adopted by Northwestern University Law School in an effort to modernize the study of law. The present first-year class of the school is studying under the new plan, President Dill Scott announced. The plan provides for an individual program for the entire student body in addition to the formal instruction of the classroom. Dean Leon Green, of the university law school, explained the plan as follows: "After the student has learned how the judicial process operates through legal theories, principles, doctrines, formulas and rules, he will want to know more in detail about the actual problems which are troubling business, how business men, lawyers and courts deal with them.

Here he will be introduced to the intricate problems of business organization, financing, marketing, which in turn include banking, insurance, taxation, arbitration, and many sorts of special contracts."

How Teachers Are Chosen

Recent reports to the effect that an attempt had been made to induce teacher-applicants in New York City to pay for influence leading to their appointment in the city's public schools have drawn from Dr. Charles W. Lyon, supervisor of appointments, a statement setting forth the manner of selecting teachers. "It seems absurd that any one should be so gullible as to attempt to secure by payment an appointment which is determined entirely by merit and standing on an eligible list," Dr. Lyon said. "'I have been assigned to the supervision of appointment and record for more than six years, and during that time I have given my personal attention to the protest of every teacher who has complained that she did not receive fair treatment in her appointment. Such protests have been very few. It is probable that in most cases the protesting teachers have based their complaints upon eligible lists printed in the public press. It occasionally happens that an additional name may be added by the board of examiners as a result of an appeal, or because satisfactory proof of eligibility was lacking at the time the list was issued. In such cases, which are extremely rare, correction of a particular list is made by inserting the name of the candidate in accordance with the final rating of the board of examiners. This constitutes an amendment, which, if published in the press at all, is not displayed with such prominence as the whole list itself, and protesting teachers often do not notice the publication of amendments. With teachers appointed from eligible lists there can be no irregularity. Any candidate protesting discrimination or unfairness in the matter of appointment has, and will continue to have, the opportunity to inspect all records in the case."

Faculty Seeks Police Powers

Police powers vested in university professors to enable them to control more effectively subversive movements among students, have been requested by the faculty of Waseda University, one of the largest of Japan's private educational institutions. This college in Tokio was founded by the late Marquis Shibenobu Okuma, an ultra-conservative. In requesting that the faculty be granted this privilege, it was contended the frequent student troubles that have been afflicting schools and colleges all over the country form the principal motive for the request. The authorities in the Keio University, also a large private educational institution in Tokio, a rival of Waseda in sport as well as knowledge and culture, are opposed to the scheme. They say that giving the faculty such powers would be prejudicial to the true object of education.

Boys of Today Seem To Be Longer

Boys nowadays are taller than they were in the good old days, officials of the Upper Canada College have discovered. This fact has made it necessary for the college to buy new beds, and longer ones, for the older students at the college. While a six-foot bed formerly was adequate, the discovery that many of the present students have to curl themselves up to make room for their feet has made it necessary to buy new beds, each seven feet long, according to W. L. Grant, principal of the college.

Higher Marks With Unlimited Cuts

Seniors and juniors at Wesleyan University, Middletown, Conn., according to figures made public, attained better grades during the past semester under the system which allows them unlimited cuts in major courses than the upper classmen of a year ago, when the traditional system of limited class cuts was in operation. Only four failing grades were given seniors this year, as against five last year, while twenty-three such grades were received by juniors as against twenty-six last year. Student mortality as a result of the recent midyear examinations was lighter at the university than for many years.

Students Protest Military Training

An attack on compulsory military training in institutions of learning was carried recently to the White House and Congress by a group of fifty-six students, about half of them women, from Yale, Vassar, Harvard, Columbia, Johns Hopkins, University of Maryland, Swarthmore, and Georgetown University. Their petition, urging Congress to stop appropriating funds for schools in which military training is compulsory, they announced, was signed by 10,100 students in fifty-five colleges and universities. The delegation, headed by Nathaniel Weyl, of Columbia, left its resolution with President Hoover, and presented its petition to Senator Lynn J. Frazier, insurgent Republican, North Dakota, and to a group of House members in the office of Representative Henry Allen Cooper, Republican, of Wisconsin. About half of the delegation was composed of young women. Their visits to the White House and Congress were followed by a meeting at George Washington University, in protest against compulsory military training.

German Study Again Popular

Since the low ebb in German language study, during the World War, when only a handful of students at the Pennsylvania State College elected to study it, the popularity of the language has increased until one in every eight students at Penn State is now enrolled in its study, a survey by Dean Charles W. Stoddart, of the School of Liberal Arts, discloses. In 1923 only 182 students enrolled in the German classes, Dean Stoddart said. This year more than 600 students have elected German, many of them finding the language necessary to pursue their scientific studies.

Maternity Leave Upheld in Schools

School teachers in New York who take maternity leave of absence are entitled to return at the end of a two-year period, and the teachers who substitute for them during that time may not be named permanently to their positions, Dr. Frank P. Graves, state commissioner of education, held recently in dismissing the appeal of Maxwell Rose, of Brooklyn, chairman of the local Board of Education for District 42 and chairman of the allied local school board for Brooklyn. At present about 1,100 New York City teachers are absent on maternity leave. Mr. Rose contended that vacancies due to these extended leaves of absence should be filled by permanent appointment, to the end that pupils will be better served by regular teachers than by substitutes. He also contended that these substitute teachers were subjected to a hardship, for it prevents those on the eligible list from receiving permanent appointment prior to the expiration of the eligible lists.

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General Aims Of Japanese Schools

The elementary schools of Japan aim to instill into youthful minds the elements of moral and general education, and to develop the physique of the children. These schools are established by cities, towns, villages and by private persons. The elementary school year begins on April 1 and ends on March 31 of the following year, except where local circumstances require a school year which begins on September 1 and ends on August 31 of the following year. The courses in ordinary elementary schools extend over six years.

One Out of Twelve A College President

A survey of 122 graduates of William Jewell College, Liberty, Mo., showed that one out of twelve became a college president. The ten William Jewell graduates who have headed educational institutions are: David J. Evans, former president of his alma mater, and now professor at Rochester-Colgate, Rochester, N. Y.; Francis J. White, former president of Shanghai College, China; Asa Q. Burns, Dodd College, Shreveport, La.; W. C. Boone, Oklahoma Baptist University, Shawnee; Thomas Bibb, Albany College, Albany, Or.; J. A. Cooper, Sioux Falls College, Sioux Falls, S. D.; V. C. Coulter, former president of Sioux Falls College; John F. Herget, Ouachita College, Arkadelphia, Ark.; C. B. Miller, former president of Hardin College, Mexico, Mo., and John W. Million, former president of Hardin College and of Des Moines University.

Spies Furnished By High School

Suggestion that school children act as informers on speakeasies near their schools was made recently before the Assistant High School Principals' Club in Chicago, by Henry Mendelsohn, a member. Children knowing of liquor dispensaries, he said, should report them to their teachers, who, in turn, would tell police. His school has come to an agreement with police to institute such a system, he asserted.

"Strike Breaking" College Organized

A "strike-breaking" university has been organized in Madrid in an effort to counteract effects of closing all universities in Spain as a result of attempts by radical students to overthrow the monarchy and establish a republic. The "Free University," as it is known, was organized early this month, and meets in the homes of the professors. It has been pronounced successful. Its enrollment of 2,000 students comprises those opposed to the political activities of the radical group.

Night School Masters Form an Association

The first organization of evening school principals in Boston was formed recently by the unanimous vote of forty-five evening school masters assembled at school committee headquarters. The organization will be known as the Public Evening School Principals' Association of Boston. Only one other city in the country—New York—was said to have an organization of the kind. The New York association has been in existence for ten years.

Unemployed Go to School

Jobless folk are going back to school in Germany, some with the hope that new knowledge may give them a better chance for a job, but more because idleness has become unendurable. In Hamburg, where a large trade is carried on with America, those out of work want to study English. The city's schoolhouses are opened to them two afternoons a week. As was the custom in the little red schoolhouse of history, the classes for the jobless embrace a mixture of all ages and types, educated bank clerks in their sixties sitting side by side with sailors whose knowledge of seagoing English shames them. However, all who are taking advantage of the opportunity are reported to be extremely good students.

Pupils Travel By Rowboat

School children in the Buckeye valley in Arizona enjoyed the novel experience of going to school in a rowboat this spring, when heavy rains caused the Gila river to rise so high that children living on the side opposite from the schoolhouse could not ford it.

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GRINS BETWEEN GRINDS

The Light Brigade

The president of the local gas company was making a stirring address.

"Think of the good the gas company has done," he cried. "If I were permitted a pun, I should say: 'Honor the Light Brigade.'"

And a customer immediately shouted: "Oh, what a charge they made!"

Speeding the Guest

Motorist—"Is there a speed law here?"

Native—"Naw, you fellers can't get through here any too fast for us."

And Quit Being an Icicle

Discussing the trade cycles, Sam Hill, in The Cincinnati Enquirer, says what the country needs is a buy-cycle.

Well, all it has to do is use its try-cycle.—Huntington Advertiser.

And Possibly Retire

School Teacher—"If a farmer has 14,000 pecks of potatoes, and he sells them for twenty cents a peck, what will he get?"

Small Boy—"A set of golf clubs, a radio and a town car."—Judge.

The Same Result

"You see, grandma, we perforate an aperture in the apex, and a corresponding aperture in the base, and by applying the egg to the lips, and by forcibly inhaling the breath, the shell is entirely discharged of its contents."

"Bless my soul," exclaimed the old lady, "what wonderful improvements they do make! Now, in my young days they just made a hole in both ends and sucked."

His Unhonored Dust

A welcome caller, after many kind receptions, plucked up his courage and asked his hostess why a beautiful urn in the living room was always covered over.

"Oh, it contains my husband's ashes," was the response.

"So sorry," replied the guest, "but I had no idea you were a widow."

"I'm not. My husband is just too stingy to buy ash trays."—Argonaut.

A Long Time

"How long has Meeker been married?"

"Oh, twenty awed years."

If He Had 'Em

Little Lawrence was untidy. Though his mother made every effort to encourage him, he seldom folded or hung his clothes after he had undressed for bed. One day his mother came into his bedroom and saw his clothes scattered all over the floor.

"I wonder who it was that did not fold clothes before he went to bed?" she asked.

Little Lawrence pulled the bedclothes over his head and answered: "Adam!"

Too Bad

"Willie," asked the teacher, "can you tell me why Thomas Jefferson wrote the Declaration of Independence?"

"'Cause he couldn't afford to hire a stenographer, I guess."

Round Robin

"A flirt, am I?" exclaimed the maid, under notice to go. "Well, I knows them as flirt more than I do, and with less excuse." She shot a spiteful look at her mistress, and added: "I'm better looking than you. How do I know? Your husband told me so."

"That will do," said her mistress frigidly.

"But I ain't finished yet," retorted the maid. "I can give a better kiss than you. Want to know who told me that, ma'am?"

"If you mean to suggest my husband—"

"No, it wasn't your husband this time. It was your chauffeur."—Pathfinder.

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